

UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Places of Worship: A Community Forum

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EXECUTIVE SUMMARY

THIS SLIDE PRESENTATION IS OFFERED AS A FREE GUIDE TO PLACES OF WORSHIP IN EVALUATING CURRENT ACTIVE SHOOTER PREVENTION AND RESPONSE PROGRAMS, AND IN DEVELOPING THE SAME.

THIS INFORMATION IS NOT INTENDED TO COMPRISE A COMPLETE PROGRAM FOR PREVENTING AND RESPONDING TO AN ACTIVE SHOOTER EVENT, NOR IS IT MEANT TO SERVE AS A SUBSTITUTE FOR EXPERT ADVICE PROVIDED BY LOCAL LAW ENFORCEMENT, AS WELL AS MEDICAL, PSYCHIATRIC AND LEGAL PERSONNEL.

THE UNARMED RESPONSE TO AN ACTIVE SHOOTER PROGRAM IS A CHANGE IN THE TRADITIONAL PARADIGM FOR RESPONDING TO AN ACTIVE SHOOTER EVENT. THIS PROGRAM'S FOCUS IS TO PROVIDE PREVENTION STRATEGIES AND RESPONSE OPTIONS, SO THAT STAFF HAVE AN INCREASED CHANCE OF SURVIVAL IF FACED WITH AN ACTIVE SHOOTER EVENT. EXERCISING THESE OPTIONS MAY INCREASE THE SECURITY OF STUDENTS AND STAFF WHILE AWAITING LAW ENFORCEMENT ARRIVAL.

THIS PROGRAM SERVES THE FOLLOWING OBJECTIVES:

- DEFINE AND EXPLAIN THE ISP ACTIVE SHOOTER CONCEPT
- EXAMINE CURRENT AND HISTORICAL TRENDS AND DATA
- EXAMINE EARLY WARNING INDICATORS IN ACTIVE SHOOTER DEVELOPMENT
- DISCUSS PREVENTION, PREPAREDNESS, AND RESPONSE OPTIONS
- DESCRIBE THE INDIANA STATE POLICE NONLINEAR RESPONSE MODEL
- REVIEW EVACUATION, REUNIFICATION & RECOVERY INFORMATION

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UNARMED RESPONSE TO ACTIVE SHOOTER EVENTS

Places of Worship: A Community Forum

SLIDE # 1 UNARMED RESPONSE TO AN ACTIVE SHOOTER EVENT: PLACES OF WORSHIP



This is an opportunity to explain to the audience that this version has been developed specifically for places of worship. The program endeavors to provide prevention strategies and response options that may be used to increase the security of individuals in their places of worship. **It must be stressed that this is not a “Comprehensive Safety Program.”** The Indiana State Police URASE program is but one component in the overall safety effort to secure our places of worship.

The Indiana State Police Department always believes that prevention is preferable to response. With that in mind, strategies will be discussed that may assist worshippers in the early identification of individuals that may be developing into a threat. The goal of the initial phase of the ISP model is to intervene and provide assistance to those in need of support.

The response segment of the “Unarmed Response to an Active Shooter Event” program attempts to provide tools and procedures that may assist the congregation in responding more appropriate to an attack on their place of worship.



SLIDES # 2 & 3 DISCLAIMER

Disclaimer	Disclaimer
<ul style="list-style-type: none">▶ The video content, which offers examples of strategies and response options that may be exercised in an "Active Shooter Event," is available for informational and educational purposes only. <u>The Indiana State Police and Hogue & Associates Incorporated do not make any representation or warranties with respect to the accuracy, applicability, fitness or completeness of the Indiana State Police presentation of the "Unarmed Response to an Active Shooter Event Program."</u> The Indiana State Police and Hogue & Associates Incorporated do not warrant the performance, effectiveness or applicability of this material.▶ The Indiana State Police and Hogue & Associates Incorporated do hereby disclaim any and all liability to any party for any direct, indirect, implied, punitive, special, incidental or other consequential damages arising directly or indirectly from any use of the "PowerPoint" and or "Video" content, or implementation of its strategies or response options, which is provided as is and without warranties.	<ul style="list-style-type: none">▶ This slide presentation is offered as a free guide to worshipers throughout Indiana by the Indiana State Police. <u>The Indiana State Police are solely responsible for the content of this guide.</u>▶ The program simply offers prevention strategies and response options that may be exercised in an Active Shooter Event.▶ The presentation does not represent a complete active shooter prevention and response program.▶ This program is not intended to comprise a complete program for preventing and responding to an active shooter event, nor is it meant to serve as a substitute for expert advice provided by local law enforcement, as well as medical, psychiatric and legal personnel.▶ The material provided in this presentation is only intended to serve as a supplement to your organization's comprehensive safety program.▶ While effort has been made to ensure the accuracy of this information, <u>no guarantee of accuracy or completeness is offered, or implied. The Indiana State Police and Hogue & Associates, Inc. do hereby specifically disclaim any liability to any person or entity for alleged harm or damages resulting from the use or misuse of the information contained herein.</u>

The Indiana State Police are solely responsible for the content of this guide. It is strongly recommended that a "Comprehensive Threat Assessment" be conducted to determine the risks facing their unique place of worship. A "Comprehensive Safety Plan" should be developed that addresses the risks identified by a "Comprehensive Threat Assessment." All individuals in the organization assessed must be educated on the "Comprehensive Safety Plan" as well as their role in the plan.

It may be stressed by the presenter that many "Threat Assessment Tools" may be found on the internet and in security manuals. However, the presenter should caution the audience that by selecting a "Threat Assessment Tool" without modifying it to meet the needs specific to the place of worship may result in an "incomplete" assessment. Every environment has unique characteristics. With that in mind, the "Assessment Tool" must examine the unique needs of the environment to which it is applied. Parishioners know their environments better than anyone. In that light, the "Assessment Tool" should be modified by those in the environment to examine the unique needs to which the assessment is to be applied.

As an introduction, the presenter may wish to underscore the goal, intent and implication of the title of the "Unarmed Response to an Active Shooter Event." The concepts discussed in this presentation may be applied to many of the settings in which we find ourselves as we go about our daily lives. Unfortunately, our workplace, the shopping mall, the theater, our place of worship, an athletic contest, etc. may all fall victim to an "active shooter attack." With that in mind, this program offers prevention strategies and response options that may be applied to a variety of environments. **The strategies are specifically focused on providing options to unarmed individuals caught in an active shooter event.**

This program stresses strategies that may increase an individual's chances of surviving an active shooter event. At this point in the introduction, the presenter should discuss with the



audience the multiple resources that are posted on the ISP website. **The resources include but are not limited to “School, Business and Place of Worship versions of the URASE program as well as “Frequently Asked Questions”, “911 Operator’s Information Guide” and “Active Shooter Videos.”** Finally, the presenter should share with the audience that more than 80 troopers have been trained across Indiana to provide the various options of this program. Places of Worship, Schools, businesses, governmental agencies, etc. may schedule an “Unarmed Response to an Active Shooter Event” program in their respective venue through the Indiana State Police website. The process is simple. Individuals may go to the Indiana State Police website and “click” on “Active Shooter Preparedness” (on left side of the ISP home webpage), scroll down to the “Schedule a Program” subheading and this link will take them to a scheduling page.



SLIDE # 4 THE INDIANA STATE POLICE ACTIVE SHOOTER DEFINITION

The Active Shooter
Indiana State
Police Definition

- ▶ "One or more subjects who participate in a random or systematic attack demonstrating their intent to continuously inflict death or serious bodily injury on another person or persons.
- ▶ For the purpose of this policy, the 'Active Shooter' may carry out the attack by utilizing a variety of weapons and delivery systems. The array of weapons and delivery systems that may be utilized in an attack include but are not limited to firearms, knives, clubs, explosives, airborne vehicles and or motor vehicles."

This ISP definition of an active shooter event has been expanded to incorporate the recent variations noted in attacks carried across the world. These attacks no longer have been confined to the use of a firearm. Knives, clubs, motorized and airborne vehicles, firearms, bombs, etc. have all been weaponized to carry out the assaults on a broad spectrum of victims.



SLIDE # 5 PROGRAM OVERVIEW



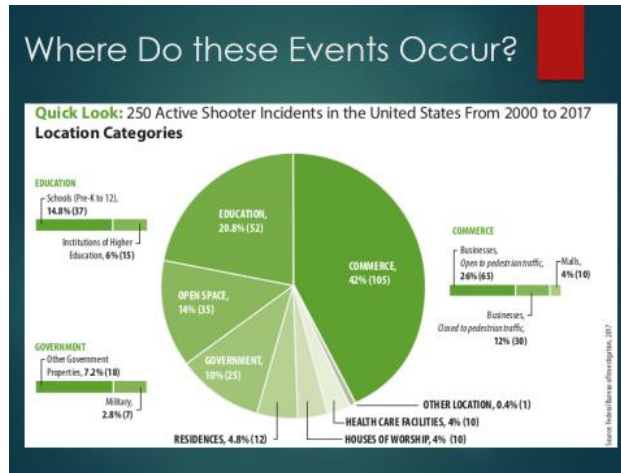
This slide is an overview of the ISP presentation. This may be an opportunity for the presenter to discuss the composition of the ISP “Unarmed Response to an Active Shooter Event” program.

Here, the presenter will underscore that the Indiana State Police Model has taken the traditional Run, Hide and Fight model and modified and updated it. The Indiana State Police version places Prevention on the frontend and expands the options in each of the response option strategies.

A primary goal is to equip individuals with the tools that may assist them in preventing an event by identifying threats ahead of time. The response option phase of the model provides strategies that if exercised may assist individuals in responding more appropriately to the circumstances and or stimuli of an “active shooter event.”



SLIDE # 6 WHERE DO THESE EVENTS OCCUR?



This chart clearly demonstrates that “active shooter events” occur in nearly every environment in which we live our daily lives. Again, the prevention strategies and response options in the URASE program may be helpful in recognizing and responding to an “active attacker” event in a variety of settings.



SLIDE # 7 OVERVIEW OF PLACES OF WORSHIP LOCATIONS

Attacks Across Religions			
Year	Location	Killed	Injured
1999	Fort Worth, Texas	7	1
2002	Conception, Mo	2	2
2005	Brookfield, Wisconsin	7	4
2006	Baton Rouge, LA	4	1
2007	Denver, Colorado	5	5
2008	Knoxville, Tennessee	2	7
2012	Oak Creek, Wisconsin	6	4
2014	Overland Park, Kansas	3	0
2015	Charleston, South Carolina	9	1
2017	Quebec City Center	6	17
2017	Sutherland Spring, Texas	26	20

This slide simply provides a brief overview of casualties across religions and belief systems. A brief overview of recent attacks on places of worship clearly demonstrates that no religion or belief system is immune from an “active attacker” event.

This chart may underscore the scope of “active shooter events” across the United States. The presenter may wish to stress that the Indiana State Police model offers strategies that may be utilized in multiple environments. The strategies endeavor to offer salient direction on prevention strategies and response options to a variety of “active shooter” threats.

It is the intent of the “Unarmed Response to an Active Shooter Event” program to better prepare and equip individuals to respond to an “active shooter event.” The Indiana State Police believe that **informed individuals** are more likely to make appropriate choices. Making good decision and practicing response options are critical to the ISP “Unarmed Response to an Active Shooter Event” (URASE) program.



SLIDE # 8 EDUCATE & TRAIN THE COMMUNITY: EARLY WARNING INDICATORS

A presentation slide with a dark teal background and a red vertical bar on the right side. The text is white and lists various indicators for active shooter events.

**Educate & Train the Community:
Early Warning Indicators**

- ▶ **See Something Say Something!**
- ▶ Threats Often Develop Over Time and in Plain Sight
- ▶ Key: **Behaviors Develop in Combination**
 - ▶ Share their Intent with Others (People Know)
 - ▶ Share their **Fascination** with Prior "Active Attacker Events"
 - ▶ Share & Display an **Extreme Fascination** for Weapons
 - ▶ Accumulate Excessively Large Quantities of Weapons
 - ▶ Mood Swings with Aggressive and Hostile Behavior
 - ▶ Emotional & Mental Health Issues (Diagnosed)
 - ▶ *Mental health issues do not always produce an active shooter*
 - ▶ Obsess Over their Perceived Victimization
 - ▶ "Injustice Collector" Personality May Develop
 - ▶ **Cruel Treatment of Animals**
- ▶ Key Trigger:
 - ▶ **Experience Loss or Change of Life Support Systems**

Here, the presenter underscores that everyone has a responsibility to participate in securing their respective environment. Information is key in preventing "active shooter events." Individuals perpetrating these events often display very specific "Early Warning Indicators." Typically, "attackers" share their intent with others.

Concern increases dramatically as the "Early Warning Behavior" begin to occur in combination. The more the various behaviors manifest themselves, the great the concern.

The "Early Warning Signs/Behaviors/Indicators" are nearly always apparent to family, friends, etc.

Their actions foreshadow the horrific event they are contemplating. Acquaintances, family members, friends, etc. simply fail to take action. The presenter should endeavor to stress the importance of taking action.

See Something Do Something!



SLIDE # 9 PREVENTION: INTERVENTION TEAM

Prevention: Intervention Team

- ▶ **What do we do with the information?**
 - ▶ Examples of Potential Intervention Team Members
 - ▶ Pastor / Priest / Imam / Granthi / Rabbi / Elder
 - ▶ Congregation Members
 - ▶ Law Enforcement
 - ▶ First Responders
 - ▶ Local Government Representatives (County EOC)
 - ▶ Healthcare Professionals
 - ▶ Technology Resource (All)
 - ▶ **Train all "Team" members**

In discussion, it is often asked. "What do I do with concerns?" This slide attempts to offer suggestions to this issue. The "Intervention Team" is a tool that may provide a "bridge" to convey information from concerned individuals to resources that may be utilized to garner assistance for individuals displaying the "Early Warning Indicators."

The "Intervention Team" may be selected from a cross-section of members of the religious community. The participants must be trained. **Their role is not to serve as a therapist but to assist in monitoring the religious community. These members also serve as a conduit to convey information to the appropriate resource. The resource may be leaders of the religious community, law enforcement, health care professionals, etc. The "Intervention Team" must identify resources and provide avenues to report concerns that are confidential and easily accessed.**

It may be beneficial to once **again** underscore "**See Something Do Something**"! We often find that individuals were aware of concerns, early warning behaviors, etc. but did not know what to do with the information.

It is critical to create a monitoring vehicle (Intervention Team) that assists in gather information and provides an avenue to resources for facilitating the intervention. The process of gathering resources to provide the intervention is also critical.



SLIDE # 10 YOUR ROLE IN STAYING SAFE: BE AWARE OF YOUR SURROUNDINGS!



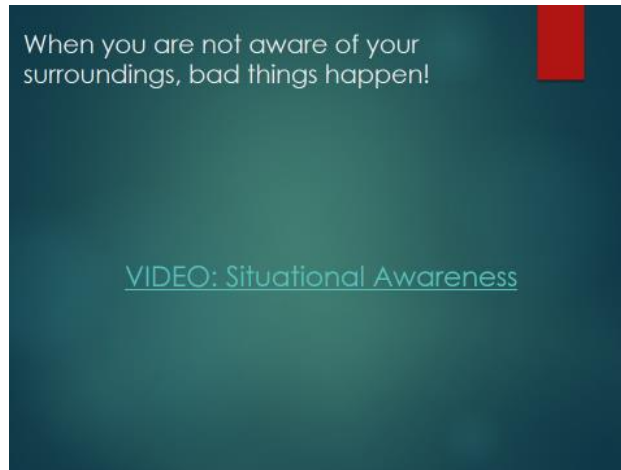
As we go about our daily lives, ***we have a responsibility*** to participate in the process of “**keeping ourselves safe!**” Many times we go about our lives oblivious to the threats that may surround us. We see individuals literally colliding with others on the sidewalk while texting or worse while driving which may result in a serious accident.

To respond appropriately, we must be aware of our surroundings and be prepared to respond appropriately. An appropriate response begins with recognizing the threat. The process continues with analyzing the stimuli of the event or conditions of the event (i.e. type of weapon, location of the shooter, availability of safe path to a secure location, etc.). Finally, we must determine the most appropriate response options that will provide the greatest likelihood of a successful response.

As we exercise a response, we must also remember/understand that the ISP model is nonlinear. We may utilize any option in the ISP model, in any order and repeat any option as the stimuli or conditions of the event dictate.



SLIDE # 11 WHEN YOU ARE NOT AWARE OF YOUR SURROUNDINGS, BAD THINGS HAPPEN!



Individuals will only be able to formulate the most appropriate response if they recognized the threat. To recognize the threat, one must first be aware of your surroundings. Most individuals go about their daily lives unaware of the threats that they may face.

We do not want the congregation to live in a state of paranoia but live in a state of awareness. ISP suggests that individuals develop a "Health Degree of Suspicion."



SLIDE # 12 MAXIMIZE SECURITY IN WORSHIP



The management group of the place of worship has the responsibility to establish prevention protocol, provide the resources to bring trained law enforcement on to the grounds and make them visible, “conduct a comprehensive risk assessment,” harden the physical plant, establish safety procedures/practices and train/educate worshippers!”

Prevention

A discussion of “Prevention” may include the “hardening” of the physical plant. “Hardening” begins with identifying potential threats via a “Comprehensive Assessment” followed by the development of a “Comprehensive Safety Plan” that addresses the risks identified by the “Assessment.”

The “management group” or “leadership” of the place of worship may vary. Simply, this group is the cadre of individuals that are responsible for the operational oversight, management and allocation of resources, organization of events, general maintenance of the facility, etc.

One of the most effective deterrents to an active shooter attack is to bring law enforcement on to the grounds and **make them highly visible**. To underscore their visibility, the officer may be in uniform with a marked vehicle. This visual deterrent may assist in hardening the grounds and facility.

The “Comprehensive Safety Program” must be developed from the results of the “Comprehensive Threat Assessment”. The “Comprehensive Safety Program” addresses the risks identified in the “Comprehensive Threat/Risk Assessment.”

Education is critical to prevention and response. Members of the congregation should be trained and educated on their responsibilities in the overall safety program.



As mentioned earlier, an “Active Shooter Program” is but one component of an overall safety program. Educating individuals on the “Comprehensive Safety Program” as well as their role in the program is critical to increasing the security of the body of worshipers.

The “management group” must commit to making safety a priority! One of the primary responsibilities is to establish key “personnel” positions. Establishing leadership positions, training and drilling employees, securing the grounds and physical plant, etc. are responsibilities that “management group” should assume.

Training and empowering the congregation are critical components to increasing the security of any organization. In an effort to keep the congregation safe, organizations should endeavor to provide the knowledge and training along with the tools necessary to carry out the necessary action.

Testing, drilling and obtaining feedback from members of the congregation must be a continuous practice on the part of the “management group.” ***“Debriefing Forms”*** are tools that can be utilized to gain information/feedback from parishioners. These forms ask three or four questions of individuals that participate in handling a threat or drill. The forms simply state, “Describe the event or drill.” “Describe the actions you took”. “Describe how the action work to resolve the situation.” Finally, “What action would you recommend to others involved in the same or like situation?”

Remember to update the “Overall Safety Plan” based on the “Debriefing Forms.”



SLIDE # 13 SUGGESTIONS FOR BASIC PERSONNEL



In Slide # 13, it may be stressed, that designating someone to be in charge of the security process is critical to securing the environment of our places of worship. This position may be termed the “Safety Coordinator.” This person must be trained and possess a working knowledge of “safety and security procedures.” Free resources for basic training may be found on Slide #21 of this presentation.

The “Safety Team” may be selected from a cross-section of the congregation or body of worshipers. This selection process will assist in identifying resources found in each congregation.

As mention earlier, the “Comprehensive Safety Program” is “driven” by the results of the “Comprehensive Risk Assessment Process”. The “Assessment Coordinator” is one of the most critical position in the overall safety effort. This person must be trained. Often organizations may wish to solicit the assistance of the parishioners with a law enforcement background.

The “Assessment Coordinator” must lead the way with the selection of the assessment tool and direct the process of identifying risks facing the place of worship.

“Intervention Coordinators” oversee the selection and establishment of the “Intervention Team”. The goal of this team is to monitor the individuals served by the place of worship, individuals that may disagree with the belief systems of the sect or religious group, as well as the threats posed by individuals that regularly visit the grounds.

Places of worship provide many services to the community they serve. In addition to regular worship churches, the organization may provide a meeting place for religious study groups, “Youth Group” gatherings, community dinners, etc. A designated “**Events Coordinator**” should be provide for each of these gatherings. **The “Events Coordinator” must be**



trained in the “Comprehensive Safety Plan”. It critical for the “Events Coordinator” to know the prevention strategies, response options and safety/security resources available to the place of worship.



SLIDE # 14 BASIC RESPONSE OPTION: TAKE ACTION

ISP Response Options Program:
Take Action
Theodore Roosevelt said it best!

- ▶ "In the moment of decision, the best thing you can do is the 'right thing!' The next best thing is the 'wrong thing' and the **worst thing you can do is nothing!**"
- ▶ Startle Response (**Do Not Freeze in Place**)

This is an opportunity to once again emphasize that **“Freezing in Place”** is a typical response. “Freezing in Place” is a common and or perhaps a “natural” initial response. However, if you are prepared and you have planned your response you are much more likely to respond more appropriately. By planning, practicing and drilling on the response options you are more likely to emerge more rapidly from the “frozen” state.

Most individuals have heard of the “fight or flight” response. It postulated that the “frozen” state most often occurs when you determine the situation is so overwhelming that you cannot flee or successfully fight off the threat.

Planning, practicing, training and drilling will dramatically increase your chances of emerging from the initial “Frozen State” with an appropriate response.

The response you elect to exercise will depend on the **“external stimuli”** of the event (i.e. location of the shooter, type of weapon, proximity to an exit, proximity to a predetermined safe area, etc.). **Once again, the response option that is selected will be determined by the circumstances or “stimuli” of the event.**



SLIDE # 15 THE ESCAPE OPTION

ISP Nonlinear Model: **Escape**

- ▶ Remember the **Model is Not Linear!**
 - ▶ Options may be exercised in any order!
- ▶ Escape Principles:
 - ▶ One of your **best options** (not your only option)
 - ▶ **Do not leave a safe/secure place for an unknown site**
- ▶ If you elect to escape:
 - ▶ Escape intelligently
 - ▶ Follow a **Predetermined Safe Path to a Secure Site**
 - ▶ Practice routes (*Primary* and *Secondary*)
 - ▶ **Leave possessions**
 - ▶ Warn others but don't slow your escape
 - ▶ "**Cover**" versus "**Concealment**" (**Cover is your goal!**)
 - ▶ **Do not run blindly!**

It is critical for the presenter to emphasize that the ISP Response Options Model is not linear. While the ISP presentation introduces the response options of the model as Escape, Lockdown, Fight, the *options may be exercised in any order*.

The Escape component of the model stands as one of your best options if you have a safe path to a secure area. To exercise this option appropriately, you must have a secure path to a predetermined safe area.

A valuable teaching component may be found in an event that occurred in Jonesboro Arkansas in which an 11 and 13 year old pulled a fire alarm as part of a predetermined plan to evacuate students and staff into a "**killing field**" to facilitate an active shooter attack.

Escaping via a safe path to predetermined secure area is a critical component in the "**Escape Option**." It may also be underscored that in practical drills in large buildings the location of the shooter is difficult to determine. This becomes apparent when participants attempt to locate the shooter by the sound of the gunfire. With that in mind, relying on the sound of gunfire to determine the location of the shooter may cause individuals to running blindly and directly into the shooter.

It is important to note that leaving a secure site for an unknown is not recommended.

The predetermined safe path must also provide cover if possible. As individuals exercise the "**Escape**" option, *they must run intelligently* by taking a safe path with as much cover as possible.



SLIDE # 16 LOCKDOWN OPTION

ISP Response Model: **Lockdown**

- ▶ Identify **Secure Locations**
- ▶ Quickly **Lock, Secure** and **Barricade** the door
 - ▶ Place as much **Cover** between you and the threat as possible (i.e. cabinets, large solid desks, solid walls).
 - ▶ **Pre-identify** objects that may be used to **barricade** the door ahead of time
 - ▶ **Stay on your feet** and out of the **Line of Sight & Fire**
 - ▶ **Silence** electronic devices
 - ▶ **Call / text 911** (if safe to do so)
 - ▶ Texting may be a silent option but **calling is best!**
 - ▶ **Practice** Lockdown Option & frequently audit the Safe Room
 - ▶ **Establish Rules** to govern the safe room

When considering the “**Lockdown**” option, **it should be stressed that planning must take place.** The “Safe Areas” must be established ahead of time. **You must be able to secure the door quickly.** Equipment must be determined ahead of time that may be utilized to barricade the door and serve as weapons. Supplies for supporting the population of the “safe area” must be stored, secured and updated. The supplies in the “Safe Area” must be developed to support the specific population that will inhabit the “Safe Area.”

As is the case with all options, planning, drilling and practicing the components of the “Lockdown” option are critical to an appropriate response. Individuals must have **primary and secondary** safe paths to the “Lockdown” sites. Lockdown sites **may be strategically located throughout the facility** to enable individuals to access the areas from a variety of locations. **Finally, it is critical to have predetermined rules that govern the safe area. The person to be in charge in the safe area must also be determined ahead of time.**

The basic **operational procedures** (when to open the door, how to coordinate the fight option, etc.) must be clear to the person in charge as well as the population of the “safe area.” A **backup** must be selected in the event the coordinator is absent.



SLIDE # 17 THE FIGHT OPTION

ISP Response Model: **Fight**

- ▶ This may be one of your **last possible options** but remember this is **not a linear model!**
- ▶ **Predetermine** and **Identify Objects** in the Worship Space that may be utilized as **Potential Weapons**
- ▶ **Strategically Position** yourself and others
 - ▶ Take a position **out of the Line** of **Sight & Fire**
 - ▶ Bring the **Threat** into your **Circle of Violence**
 - ▶ **Surprise** is a key element!
- ▶ **Practice** and **Coordinate** the **Fight Response**

It must be made clear that this is often viewed as the option you may exercise if no other option is available. That is true. However, it must be underscored that the **ISP options** are **nonlinear!** You may fight and then “Escape” or “Lockdown” and or return to the “Fight” option.

Remember the “stimuli” of the event determine the best response option to exercise!

Key strategies to successfully carryout the “Fight Option” are planning, predetermining weapons, strategically positioning yourself for the attack, and bringing the attacker into your “Circle of Violence.”

Presenters will need to explain the role the “Circle of Violence” plays in the “Fight Option.”

As is the case with all options, you must plan and practice the “Fight Option.” It should be coordinated effort.



SLIDE # 18 PRACTICAL APPLICATION VIDEOS



Here it is critical to briefly revisit the components of the ISP Nonlinear Response Model.

Escape:

- ❖ Do not run blindly (Escape Intelligently)
- ❖ Have Primary and Secondary Paths
- ❖ Practice the Escape

Lockdown:

- ❖ Identify and publish safe site locations
- ❖ Select a location that can be secured
- ❖ Stay out of the line of sight and fire
- ❖ Establish the person to be in charge (with backup)
- ❖ Establish rules for the operation of the 'Safe Area'
- ❖ Practice your paths to the lockdown site

Fight

- ❖ Pre-identify objects and weapons
- ❖ Bring the attacker into your "Circle of Violence"
- ❖ Coordinate your efforts
- ❖ Practice



SLIDE # 19 HOUSTON CITY COPYRIGHT VIDEO



It is important to direct the audience to watch the **Copyrighted Houston City Video** and keep in mind the principles discussed in the **ISP Unarmed Response to an Active Shooter Event program**. Members of the audience should look for individuals carrying out the response option principles. As the audience views the video, they may be able to identify many of the principles discussed in the presentation of the ISP Unarmed Response to an Active Shooter Event program.

Remember to Underscore:

This video is based on the Run, Hide or Fight. The presenter should explain that the ISP Model is different. An in depth explanation of the differences is necessary.

- ❖ The ISP puts prevention on the frontend of the model.
 - ISP prefers prevention to response.
- ❖ The ISP program is “Nonlinear”
- ❖ The ISP model expands each step to Prevention, Escape, Lockdown, Fight (In any order)



SLIDE # 20 GUIDING QUESTIONS FOR THE HOUSTON COPYRIGHT VIDEO

Video Discussion Questions

- ▶ What did you see in the video that may assisted in preventing the attack?
- ▶ What initial actions of the employees may have hindered their escape?
- ▶ After exiting the facility what actions did the employees take that may continued to placed them at risk?
- ▶ Do you have any suggestions on how to increase the security of the safe area?
- ▶ What actions did the employees take that increased the security of the safe area?
- ▶ Did the employees take a position that maximized their security in the safe area?
- ▶ Did the employees take a position that brought the attacker into their "Circle of Violence?"

- ❖ What do you see that may have assisted in preventing the attack?
 - Control the Entryway
 - Increased Participation on behalf of the Security Guard
 - Possibly Prevention Via Early Identification
 - Increased Vigilance on Behalf of the Employees
- ❖ What initial actions of some of the employees may have hindered their escape?
 - An employee just wanted to hide and stay in that position when escape was an option
 - Taking time to convince others to go with them
- ❖ After exiting the facility, what actions did the employees take that may have placed them at risks?
 - Need to distance themselves from the facility (approximately 300 to 500 feet)
- ❖ Do you have suggestions on how to secure the safe area?
 - Place a wedge in the door
 - Identify equipment in the room that can be used to barricade the door
- ❖ What actions did the employees take to increase the security of the safe area?
 - Barricaded the door
- ❖ Did employees take a position that maximized their safety in the safe room?
 - Yes, they positioned themselves in an appropriate position
- ❖ Did the employees bring the threat into their "circle of violence?"
 - Yes, they were positioned appropriately to surprise and attack the threat.
 - They also coordinated their attack



SLIDE # 21 ARRIVAL OF LAW ENFORCEMENT

A presentation slide with a dark blue background and a red vertical bar on the right side. The title "Arrival of Law Enforcement" is at the top in white. Below it is a list of bullet points in white text.

- ▶ Arrival of Law Enforcement
 - ▶ They may **look different** than you expect!
 - ▶ They will **take charge**! They are there to **hunt the threat**!
- ▶ Your goals:
 - ▶ Keep **hands high and empty**
 - ▶ Be as **nonthreatening** as possible
 - ▶ **Do not reach out** to law enforcement
 - ▶ Be prepared to **provide information** on the shooter
- ▶ Hostage Situation:
 - ▶ Your **best chance of escape** may be at the **onset of the event**!
 - ▶ You should **be alert** to the dynamics of the situation.
 - ▶ You must **be prepared** to take action!

We often have the mindset that law enforcement officer will always be dressed in full uniform. However, in an active shooter/attacker event, the call for help will “go out” and law enforcement will respond from everywhere. The response will include both on duty and off duty officers. With that in mind, law enforcement officers may respond in a campaign hat, vest, badge and shorts! The point being that they will not take the time to get dressed. Their mission is clear! They seek to takedown the shooter. The old sayings, “Time is of the essence.” and “Time saves lives.” definitely hold true.

The priority of arriving law enforcement is to “takedown the shooter.” They are not there to render first aid but to end the “carnage” by preventing additional injury and loss of lives. In order to do that, law enforcement must rapidly identify and locate the threat! Our role in assisting law enforcement is clear. We must immediately assist law enforcement in determining that we are **not** the threat.

Law enforcement typically has less than a second to determine if we are the victims or the threat. To assist them, we must keep our hands high. Do not reach out or touch arriving law enforcement.

On the ISP website, information developed by 911 operators will aid victims by giving them examples of the information arriving law enforce will need to locate and identify the shooter/attacker.

In hostage situations, the beginning of the event is the best time to execute your escape plan. If escape is not an option, do not escalate the situation with your behavior. You must try to remain calm and be vigilant for any opportunity to escape. If the hostage situation evolves into a takedown situation, you must present yourself in a nonthreatening manner to arriving law enforcement.



SLIDE # 22 SELECTING AN ASSESSMENT TOOL

A presentation slide with a dark blue background and a red vertical bar on the right. The title "Selecting an Assessment Tool" is at the top. Below it is a bulleted list of assessment areas, organized into two columns.

- ▶ Comprehensive Assessment Drives Your Safety Plan
- ▶ Plan on Modifying the Assessment Tool
- ▶ Sample Areas the Tool May Examine
 - ▶ Management Policies
 - ▶ Prevention Procedures and Practice
 - ▶ Secure the Perimeter
 - ▶ Grounds & Facility / Building
 - ▶ Surveillance Systems
 - ▶ Alarms Systems
 - ▶ Community Related Threats
 - ▶ Procedural & Policy Concerns
 - ▶ Response Options
 - ▶ Drills (Debriefing Form)
 - ▶ Active Attacker Threats in the Facility & on the Bus
 - ▶ Develop Natural Disaster Response Programs

“Comprehensive Safety Plans” must address the risks identified by the “Comprehensive Risk/Vulnerability/Threat Assessment.” Selecting a tool that mirrors the needs of the community in which your place of worship exists is critical.

More importantly, you must modify the “Assessment Tool” to meet the unique needs faced by your place of worship. Every environment is different. If the tool is modified to meet the unique needs of your community, it will be more effective in identifying risks found in the community. You can only address risks if you first identify them. Once you identify and understand the risks, you can then develop a safety plan that will formulate solutions to address the specific vulnerabilities.



SLIDE #23 APPENDIX I: RESOURCES

A dark blue rectangular box with a red vertical bar on the right side. It contains the title "Appendix I: Resources" and a bulleted list of training resources.

Appendix I: Resources

- ▶ Training Resources
 - ▶ Utilize **Law Enforcement** Resources
 - ▶ Indiana State Police "**Unarmed Response to an Active Shooter Event**" & **FAQ**, etc.
 - ▶ The Indiana State Police plan to add "**Threat Assessment Training**" information in the summer of 2018.
 - ▶ United States Department of Homeland Security
 - ▶ FEMA (www.fema.gov/protecting-houses-worship)
 - ▶ Federal Bureau of Investigation
 - ▶ United States Secret Service
 - ▶ Indiana Department of Education "**School Safety Specialist Academy**"
 - ▶ Utilize **Legal Resources** in the **Organizational Community**

Many resources may be available through a variety of governmental agencies. The websites found on this slide may provide a foundation for developing your assessment tool and formulating your "Comprehensive Safety Plan."

Training is critical to the application of the "Comprehensive Safety Plan." Many of the resources found on this slide will provide training in both risk assessment and safety plan development.



SLIDE # 24 APPENDIX II: PLACES OF WORSHIP WITH BUSES

Appendix II: Places of Worship with Buses

► Optional:

This section is available for places of worship that transport members of the congregation on buses. Many organizations participate in summer camps, youth groups, religious study classes, etc.

Many of the places of worship utilize buses. This section addresses the unique threats that individuals may face as they are transported on a bus. The ISP model is applicable in this setting as well. While the environment on a bus presents a very different set of challenges, options do exist. In this environment it is even more critical to have a plan and practice that plan.

An area that is often overlooked is the overall fitness of the driver. This may be couched in terms of “driver qualifications”. The person in charge of the bus must possess the skillset necessary to operate the bus safely. The driver must possess current certification. The prospective driver must undergo the appropriate criminal history and background checks as well as an in-depth interview. It goes without saying that lives of several individuals are in this person’s hands. The driver must be held to a high standard.

Unfortunately, as we discuss the bus environment as it relates our places of worship, we find that very few organizations discuss bus safety and drill on the available options. Nothing takes the place of planning and practicing your available safety options on the bus. Again, you will respond as you have practiced.

Buses exist as soft targets. However, hardening the perimeter of the bus by preventing individuals from entering the bus can dramatically increase the security of the environment.



SLIDE # 25 BUS SAFETY: A DIFFERENT SET OF CHALLENGES

A dark blue rectangular slide with a red vertical bar on the right side. The text is white and yellow.

Bus Safety

A Different Set of Challenges!

ISP understands that the environment on a bus presents an entirely new set of security issues. **The information in this section is offered as a resource** with the expectation that each organization will **develop a specific bus safety program** that meets the **unique needs of the organization**.

In this section, the **Same Principles** found in the ISP Unarmed Response to an Active Shooter Event Model are applied to a **Bus!**

Remember: THE ISP MODEL IS NONLINEAR!

Organizations that utilize buses to transport individuals to and from places of worship must include bus safety as a component in their overall safety plan. Buses present soft targets if prevention and “hardening” strategies are not in place.

The Indiana State Police Department believes strongly that bus safety must be included in an organization’s overall safety program. In addition, organizations must educate the passengers and drilling on the prevention and response option tactics.

In the “Discussion of Transportation Safety”, it is important to initially discuss and reinforce one of the key components of the Indiana State Police “Unarmed Response to an Active Shooter Event”:

- *The ISP “Unarmed Response Model is Nonlinear!*
- *Prevention Strategies and Response Options May Be Exercised In Any Order!!!*
- *Response Options may be repeated!*



SLIDE # 26 BUS SAFETY: DRIVER AND ADULT ATTENDANT INFORMATION

Bus Safety: Driver and Adult Attendant Information

- ▶ Early Warning Indicators
 - ▶ The Early Warning Indicators apply to the bus environment just as they do to the classroom:
 - ▶ Worshippers, members of the religious community, staff, etc. exhibiting the **Early Warning Indicators** merit scrutiny & potentially an **Intervention!**
- ▶ **Securing** and or **Locking Down** the Bus
 - ▶ Once the **Threat** enters the Bus, your **options are limited!**
 - ▶ Prevention: Deny Admission
 - ▶ **Secure the Door** (Simply Close the Door)
 - ▶ **Drive Away**
 - ▶ Activate the Lights
 - ▶ Radio for Assistance

In Slide # 26 it is important to underscore that the Indiana State Police are still searching active shooter events in an effort to find incidents in which the “active shooter development” escaped everyone’s knowledge, perception, suspicion, etc. “Someone Always Knows!” This underscores the importance of educating all members of the organizational community on the “Early Warning Indicators/Behaviors.”

In addition, an “**Intervention Team**” must be assembled to provide a connection point for individuals with concerns to pass the information on to those that can take action, perform an intervention and or accesses resources.

Remember: The “Intervention Team” may be selected from a cross-section of the community. Consideration may be given to reaching out to law enforcement, health care professionals, etc. to take advantage of the resources available within the congregation.

Again, the Indiana State Police Department always prefers prevention to response! In bus safety, prevention is key. Early identification of individuals in the community that may be developing into a threat stands as a critical component to transportation safety. ***Once the threat is on the bus, response options are few.***

This Slide Sets Out A Combination: Prevention/Lockdown Options

In the view of the Indiana State Police, preventing an individual from entering the bus may be one of the best prevention/response options.



One of the most effective “Lockdown Options” is to secure the perimeter of the bus. This may be accomplished by “denying admission!” A second consideration, “May be to secure the perimeter of the bus (by securing the entry door)!”

We place the information on this slide in both the Prevention and the Lockdown Option category.

SECURING THE DOOR & DRIVING AWAY MAY VERY WELL BE THOUGHT OF AS BOTH A PREVENTION STRATEGY & A RESPONSE OPTION!

It may be of note, that a bus that is used only for ancillary “activities” may not be adequately equipped to provide a secure environment. Communication is a critical component in transportation safety. An appropriate method of communication should be standard equipment on the buses. In addition, a monitoring policy must be in place. Assistance should be rapidly and easily accessed by the individuals on the bus. The driver must be able to contact resources for assistance immediately. Basic safety, first aid and support supplies need to be stored, checked and updated to insure these components are capable to supporting the population on the bus.

Logistic information on the staff and passengers is critical. Family contact information, medical information, guardian information (underage individuals), etc. can prove crucial as well.



SLIDES # 27 & 28 BUS SAFETY: THE ESCAPE OPTION

Bus Safety: The Escape Option	Bus Safety: The Escape Option
<ul style="list-style-type: none">▶ Driver/Attendant Must Determine if the Worshippers Can Be Evacuated:<ul style="list-style-type: none">▶ Is the Bus Stationary?▶ What is the Position of the Shooter?<ul style="list-style-type: none">▶ Can passengers be directed away from the threat (to the front or rear exits of the bus)?▶ What Kind of Weapon does the attacker have?▶ Can you swerve, hit the brakes and or set the parking brake?<ul style="list-style-type: none">▶ This may distract the attacker and give you the advantage	<ul style="list-style-type: none">▶ Can you Engage the Attacker?▶ If you engage the attacker, can you direct the passengers away from the attacker to safety?▶ If the driver/attendant engages the attacker:<ul style="list-style-type: none">▶ Direct all passengers to evacuate!▶ Loud Verbal Commands – “GET OFF THE BUS”

If the “Escape Options” is to be deployed:

One of the first decisions for the driver and ultimately the passengers to make is:

- ❖ “Can I exercise the Escape Option?”
 - ***This decision is based on several factors.***
 - “Is the bus stationary?”
 - “What kind of weapon does the attacker have?”
 - “Are there actions that the driver can performs that will throw the attacker off balance and provide the passengers time to exit the bus?”
 - “Will these evasive actions give the driver time to reach the attacker before he regains his balance?”
 - “What is the location of the shooter?”
 - “Does the location offer both front and back exits to be utilized?”
 - “Can passengers be directed away from the threat?”
 - As the driver, “Do I have the time and capability to reach the attacker?”

The driver is in charge, she/he must remember to verbally direct the “Escape Option!”



SLIDE # 29 BUS SAFETY: THE TRANSITIONAL OPTION: CONCEALMENT OR COVER TO ESCAPE

Bus Safety: The Transitional Option

- ▶ Concealment – Cover to Escape
 - ▶ Initial Lockdown Process (**Concealment in Place**)
 - ▶ **Temporary** Concealment
 - ▶ Behind the Seats
 - ▶ Under the Seats
 - ▶ Backpack, Various Pieces of Equipment, etc.
 - ▶ Be ready to Move
 - ▶ May allow time to transition into a more secure option.
 - ▶ **Cover**
 - ▶ The 'Bus Environment' typically provides limited or **NO COVER!**
 - ▶ Once the Threat **enters the bus**
 - ▶ The **Concealment** Option becomes **temporary!**
 - ▶ **Consider transitioning to the 'Escaping Option'.**

“Temporary Concealment” behind or under the seat is a temporary option or phase because seats and seatbacks provide little “cover”.

Remember: “Cover” may stop a round. Cover on the bus is difficult. Typically, hiding behind the seat does not provide “Cover.”

Your goal is to stay out of contact with the shooter. The action of hiding in place on a bus is a temporary action. Individuals must be ready to exercise or transition to the escape option.

Transitioning from this phase to an escape option often depends largely on the attacker’s location and the availability of a secure path to an exit.



SLIDE # 30 BUS SAFETY: THE FIGHT OPTION

A presentation slide with a dark blue background and a red vertical bar on the right side. The title "Bus Safety: The Fight Option" is at the top in white. Below it is a bulleted list of points in white text.

Bus Safety: The Fight Option

- ▶ **Know, Understand and Practice** your **Options on the Bus!**
- ▶ What can be used as a last resort weapon?
 - ▶ Tire Iron (Activity Bus)
 - ▶ Fire Extinguisher
 - ▶ Handbag/Utility Bag/Backpack
 - ▶ Seat Belt Cutter
- ▶ Fighting may be the **Only Option** for **Adult Personnel** that could allow some passengers to **Escape!**
- ▶ Whatever you decide **Do Not Hesitate!**
- ▶ If contact is made with the attacker:
 - ▶ Loud Verbal Commands – **"GET OFF THE BUS"**
 - ▶ Direct all passengers to evacuate **away from the Threat!**

As a last resort, the driver or adult attendant may elect to utilize available weapons on the bus to fight the attacker.

- ❖ Tire Irons (May be found on "Activity Buses")
- ❖ Fire Extinguishers
- ❖ Handbag/Utility Bag/Backpack
- ❖ Seat Belt Cutter

Immediately take action:

Remember "surprise" gives you the advantage. Do not hesitate. One of the goals of the adult attendant or driver is to provide time for passengers to escape. Direct the passengers off the bus. By attacking the shooter, the driver will provide time for passengers to transition into the "Escape" option. Remember, the model is not linear! Verbal commands also force the driver or attendant to breathe. This may increase your endurance.



SLIDE # 31 NONLINEAR MODEL APPLIED TO A BUS

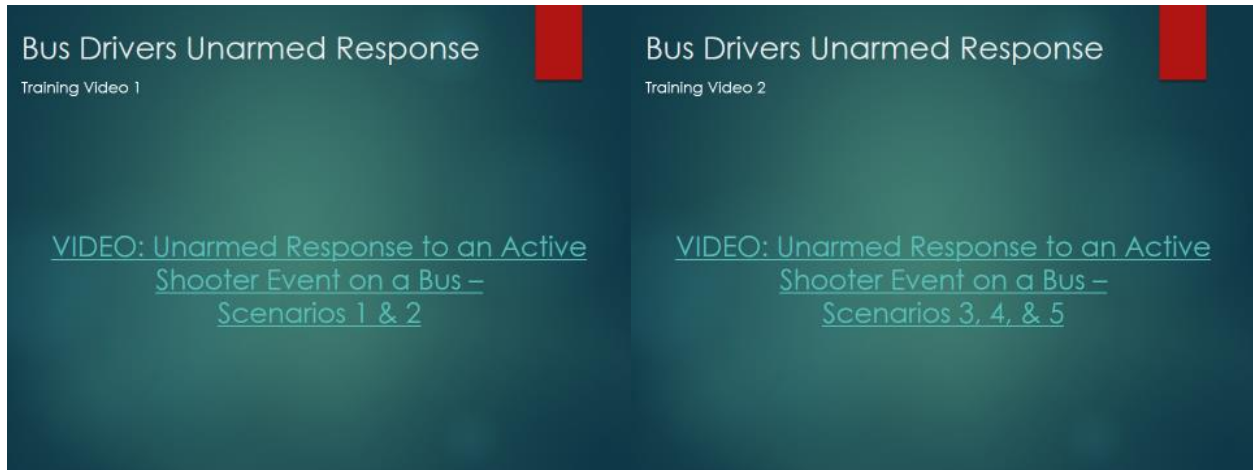
Nonlinear Model Applied to a Bus

- ▶ Critical: Drill and Practice the Options:
- ▶ As you watch the video:
 - ▶ How could the "Early Warning Indicators" have prevented an attack?
 - ▶ Who first noticed the "Early Warning Indicators"?
 - ▶ How did the driver direct the passengers in their "Escape Option"?
 - ▶ How did the driver buy time for passengers to escape?
 - ▶ How could the driver have implemented the "Lockdown Option"?
 - ▶ What weapons could the driver use in the fight option?
 - ▶ What action does the driver take engaging the "shooter" to facilitate passengers transitioning to the "Escape Option"?

The presenter may take a minute to cover the above questions. These questions are simply a guide to direct the attention of participants to the safety practices and principles demonstrated in the following videos.



SLIDE # 32 & 33 BUS DRIVER UNARMED RESPONSE TRAINING VIDEOS 1 & 2



The presenter may wish to direct participants to prevention opportunities that may be present in this video (i.e. the behavior of a student as he boards the bus).

The driver leaves the bus. While we do not anticipate this type of behavior, this video simply demonstrates human behavior under extreme behavior. The teaching point may be made that planning and drilling may facilitate a more appropriate response.

The driver confronts the attacker and directs students off the bus. The driver also utilizes his driving options to throw the attacker off balance and by doing so he provides time to bring the attacker into his “circle of violence.” This gives him the advantage in a one on one confrontation.



SLIDES # 34 – 40 NONLINEAR MODEL APPLIED TO A BUS

Nonlinear Model Applied to a Bus

- ▶ How could "Early Warning Indicators" have prevented an attack?
 - ▶ The passengers point out the attacker beside the road and the student boarding the bus exhibited unusual behavior.

Nonlinear Model Applied to a Bus

- ▶ Who first noticed the "Early Warning Indicators"?
 - ▶ The passengers discuss the strange guy at the bus stop and the unusual behavior of the fellow student that becomes the 'shooter'.

Nonlinear Model Applied to a Bus

- ▶ How did the driver direct the students in their "Escape Option"?
 - ▶ The driver directs them verbally and as he engages the "shooter".

Nonlinear Model Applied to a Bus

- ▶ How did the driver buy time for passengers to Escape Option?
 - ▶ The driver engages the shooter and by doing so provides time for passengers to execute their escape.

Nonlinear Model Applied to a Bus

- ▶ How could the driver have implemented the 'Lockdown Option'?
 - ▶ The driver could have secured the door prior to the "attacker" entering the bus.

Nonlinear Model Applied to a Bus

- ▶ What weapons could the driver use in the fight option?
 - ▶ Fire extinguisher, book bag, log book, etc.



Nonlinear Model Applied to a Bus

- ▶ What action does the driver take engaging the "shooter" to facilitate passengers transitioning to the "Escape Option?"
- ▶ The driver applies breaks, swerves (to provide time) and as he engages the "shooter", he directs passengers off the bus.

These questions demonstrate the teaching principles demonstrated in the video. The slide may be used as a discussion tool to direct the discussion. It is critical to hold drills and practice the options:

- ❖ As you watch the video, can you identify how the 'Early Warning' indicators may have been utilized to prevent an attack?
 - Answer: The passengers point out the attacker beside the road and the student boarding the bus exhibited unusual behavior.
- ❖ Who may have been the first to notice the Early Warning Indicators?
 - Answer: In the video they (passengers) discuss that the strange guy at the bus stop and the unusual behavior of the fellow student that becomes the "shooter."
- ❖ Did the driver direct the passengers in their "Escape Option"?
 - Answer: Yes the driver directs them verbally as he engages the "shooter."
- ❖ How did the driver provide additional time for passengers to exercise the 'Escape Option'?
 - Answer: The driver engages the shooter and by doing so provides time for passengers to execute their escape.
- ❖ How could the driver have implemented the "Lockdown Option"?
 - Answer: The driver could have secured the door prior to the "attacker" entering the bus.
- ❖ In the fight option, what weapons may the driver have utilize?
 - Answer: Fire extinguisher, book bag, log book, etc.
- ❖ As the driver engages the "shooter" what action does he take to facilitate the passengers transitioning to the "Escape Option"?
 - Answer: The driver applies breaks, swerves (to provide time) and as he engages the "shooter," he directs passengers off the bus.



SLIDE # 41 INDIANA STATE POLICE CONTACT INFORMATION



Here the presenter may wish to explain how participants may schedule a program by going to the above website. More than seventy-five trooper have been trained to provide the program.